



State of Arizona
Department of Education

Lisa Graham Keegan
Superintendent of
Public Instruction

January 9, 2001

Dear School Personnel and Friends of Gifted Education:

Please find attached a sample scope and sequence for gifted curriculum. This draft scope and sequence has been prepared for use by school personnel in Arizona as they work toward fully expanding their curriculum in alignment with the Arizona Academic Standards. This scope and sequence should be studied and reviewed in light of local school policies and procedures. Demographic information and other changes, as needed, should be made prior to adoption. I suggest that each school district, and each participating charter, will design differentiated curriculum for gifted students which begins with Arizona Academic Standards as the base, and extends beyond those standards through the use of increased rigor, complexity, breadth and depth, as well as abstract content, higher level thinking and interdisciplinary connections. In addition, while planning lessons with differentiated content, process and product, it is hoped that school personnel and teachers of the gifted will keep in mind individual students' strengths, weaknesses and interests and match the content, process and products, where possible, to those strengths.

Your feedback is welcomed about this newly created sample scope and sequence for gifted curriculum. Please mail, e-mail or fax your comments about this draft to the gifted office, as follows, on or before October 20, 2001:

Carolyn Carr, Ed.S., Education Program Specialist or
Debbie Salaices, Program Assistant
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Exceptional Student Services/Gifted Education
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Phoenix, Arizona 85007
(602) 542-5404 – fax
Carolyn's e-mail address: ccarr@ade.az.gov
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As you review the attached scope and sequence, there are two additional themes regarding this important document that are worth consideration. On a day-by-day basis, how does a teacher differentiate curriculum? Secondly, how does the teacher use and expand upon the sample gifted lessons highlighted in the scope and sequence? In response to these questions, I have provided a few thoughts in this cover letter to the scope and sequence.

How does one go about the process of differentiating curriculum for gifted? One way to understand the process is to think in terms of modifying the instructional content, the process, and the product. An easy-to-understand explanation follows: In planning for differentiation of content, process, and product for gifted students, a teacher will first need to think about basic standards, skills and concepts that all students need to learn and master for that grade level and unit of instruction. A quick method to use for this planning is to fold a loose leaf paper lengthwise into three columns, and then list basic concepts which all students need to learn in the center column. Next, in the left-hand column, list any modifications that will need to be made for learners with challenges in the classroom. Typically, a teacher will modify reading and other assignments to match skills and abilities of students with slower learning rates, while still providing plenty of challenges and still allowing for the student to experience success. For example, if the majority of the class of third grade regular students have fifteen words on a spelling list to learn and use correctly in sentences, some students with learning differences might be asked to learn ten different words, and might be tested orally instead of having to

write sentences. Note that the content has been changed (easier words), the process has been changed (students do not have to write sentences), and the product has been changed (the “test” is to spell the words orally).

Similarly, in the third column, the teacher will begin listing possible modifications of assignments (content), methods (processes), and assessment or outcomes (products) for gifted students. Content for gifted should be modified to be broad based and abstract, lessons have more complexity, and students should be able to make interdisciplinary connections. The process will help general education teachers, as well as teachers of the gifted as they differentiate curriculum.

The following lessons and instructional ideas that are included in the draft scope and sequence are meant to be a snapshot of possible approaches to educating gifted students within a differentiated curriculum that is aligned with Arizona Academic Standards. Arizona school district and charter school personnel, along with teachers of the gifted, are encouraged to use these lessons as very broad examples only.

These and all other lessons for gifted students should be modified and extended to reflect the unique needs and interests of individual students, varying teaching or organizational strengths and approaches, and the availability and extent of local school and community resources. School districts will need to provide for the needs of gifted within the resources they have available. For example, for a sixth grade child highly gifted in mathematics and needing acceleration, the district would not be expected to hire a special tutor, but would need to make a higher level of instruction available, perhaps by allowing the child to attend a higher level math class within the district, or perhaps by bringing in higher level math texts into the child’s classroom – both of which would represent resources the district has available. Instruction in math with the gifted teacher is another service option.

Flexible and creative resource use is suggested in the attached sample scope and sequence. Please do not hesitate to call the gifted office of the Arizona Department of Education if further assistance is needed.

Sincerely,

Carolyn Kehlor Carr, Ed.S.
Education Program Specialist
Gifted Education, Exceptional Student Services

CKC/ds

Attachment